



SEN Information Report Centre Academy East Anglia

To be reviewed annually. Next review date: 1 September 2017

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Introduction to Centre Academy and the kinds of SEN that are provided for:

Centre Academy East Anglia (CAEA) is a co-educational, independent day and boarding special school catering for a range of special educational needs (SEN). It is committed to providing excellence in education to students with a range of learning difficulties including ADHD, Dyslexia, Autistic Spectrum Disorders, and other mild to moderate learning difficulties. CAEA is sited on a 10-acre campus in Suffolk, approximately 10 miles from Bury St Edmunds. Originally established as The Old Rectory in 1981, CAEA amalgamated with Centre Academy London in 2010.

The school's policies for the identification and assessment of pupils with special educational needs:

Centre Academy aims to support the needs of students with special and additional educational needs and as such, aims to provide a carefully designed and differentiated curriculum to all its students. The needs of most students have already been identified before their acceptance to CAEA, especially those supported by a Statement of SEN or from an Educational, Health and Care Plan (EHCP). In spite of this, we recognise that some students will require provision over and above that normally accommodated, supplemental to earlier testing and diagnoses. For students requiring additional support, there are a number of steps to be taken.

Concerns regarding students, from parents, teachers or therapists, should be addressed directly to Mrs Kim Salthouse, the Head of School (or, in her absence, to Dr Duncan Rollo, the Principal of the Centre Academy Schools). Mrs Salthouse is responsible for alerting teachers and staff either individually or through group meetings. Appropriate members of staff will meet in order to discuss and review concerns, led and co-ordinated by the SENCo. Such meetings may also include parents, teachers and the Head of School. In some cases, information may be passed to other parties such as the school counsellor, local authority or other external professionals, but always conforming to the School's policies on confidentiality and the sharing of information.

All students at the school have been identified as requiring SEN Support and are provided with a SEN Provision Plan at the start of each academic year. All students are listed on the SEN Support Register, indicating the level of support being received.

Centre Academy uses a range of assessment tools outside the regular National Curriculum tracking methods. Examples of assessments carried out include:

- GL Assessment, carried out annually:
Progress in Maths,
Progress in English.
Suffolk Spelling Test.
National Group Reading Test.
- WRIT- Wide Range Intelligence Test
- WRAT4 – Wide Range Achievement Test
- PhAB – Phonological Assessment Battery

Regular informal assessment is carried out within class via teacher assessment.

The school's policies for making provision for pupils with special educational needs whether or not pupils have EHCP / Statement of SEN:

Support for students with a Statement of SEN / EHCP

The SENCo is responsible for alerting teachers of any changes to support provided from outside agencies for students with a Statement of SEN / EHCP and is responsible for ensuring the co-ordination and monitoring of individual SEN Provision Maps by the teaching staff and therapists. She is also responsible for coordinating an annual review for each child with a Statement of SEN or EHCP. All student files are stored in line with the school's policy on data protection and confidentiality. Students without a Statement of SEN or EHCP may request a review with the SENCo. The SENCo maintains current SEN Provision Plans and SEN testing information for all students with a Statement of SEN or EHCP.

Annual Reviews of Statements of SEN and EHCPs

All Statements of SEN or EHCPs must be reviewed at least annually, ensuring that parents, students, the Local Authority and other agencies can assess and discuss the progress made over the past 12 months. The Annual Review will also determine any amendments needed to be made to the EHCP or Statement of SEN. Any Annual Reviews from Year 9 (age 13 to 14) and every review thereafter must include a focus on preparing for adulthood. Annual Reviews should also inform planning for the student for the subsequent year.

Before an Annual Review, all parties involved in the review will be invited to supply a written comment as well as being invited to attend the review meeting. Annual Reviews must occur at least every 12 months, and at a time and date mutually agreeable for all parties concerned. An interim or transition review can be arranged and implemented when appropriate.

SEN Support Register

The SEN Support Register, compiled and maintained by the SENCo, includes names of all students at the School.

The SEN Support Register indicates the area of SEN or learning difficulty.

The SEN Provision Plans

Every student at Centre Academy currently has a Provision Plan which will be issued at the start of an academic year and reviewed at least three times a year. The SEN Provision Plan will also be discussed and updated at a student's annual review or parent conference meeting, as were the previous individual IEPs.

The SEN Provision Plan is used as a means of recording targets and action being taken above and beyond the normal practices in the classroom.

The SEN Provision Plan is constructed in consultation with teaching staff, mentors and the student and reviewed with the parent. Parental feedback is welcomed and forms an important part in enabling a student to reach their targets and work towards addressing their difficulties.

The SEN Provision Plan includes:

- a child's specific or main difficulty, including any formal diagnosis,
- their year group and mentor,

- a short profile of the student for members of staff working with the individual,
- the local authority in which the student is based,
- an overview of the provisions and interventions in place for the student, including those offered by the speech and language therapist, occupational therapist, counsellor, or literacy and numeracy specialists,
- targets for the student in the areas of mentoring, speech and language therapy, occupational therapy, literacy and numeracy - *a student may have a target for all or just a selected area. This is determined by the professional in that area working directly with the student, in consultation with the SENCo and the student's mentor.*

The SEN Provision Plans are centrally stored on a password protected network to allow teachers to update and record progress in a timely and effective manner. The SEN Provision Plans are seen as organic working documents, responding to the progress of the student. SEN Provision Plans are distributed to parents three times a year, but can be requested at any time by the parent or student.

Teachers utilise SEN Provision Plans (Mentoring/Global, SpLT, and OT) and individual targets to inform planning, delivery and ongoing assessment.

Reporting Academic Progress of Students with SEN

All students receive a termly academic report, outlining the progress the student has made since the last issued report. All reports are reviewed by the Head of School as well as the student's tutor. Reports indicate an attainment level as well as effort grades. The Reports are approached from a perspective of celebrating the successes of a student and outlining areas requiring support or monitoring.

Homework Diary

All students at Centre Academy are issued with a Homework Diary. This is used for students to record homework assignments, and also functions as an opportunity for parents, teachers, and therapist to communicate and report to one another. However, the school also operates 'Show My Homework', an external programme which enables staff to upload homework and both parents and students to access the information via a computer.

The school's approach to teaching pupils with special educational needs, including how the school adapts the curriculum and learning environment for pupils with special educational needs:

CAEA is an inclusive school, which provides a supportive community and fosters high achievement for students. Senior leaders, teachers, therapists and all members of staff have high aspirations for the students under their guidance and within our community.

Students are generally taught in small classes of four to seven students. (on occasion, a sixth form class may be larger to assist students in getting ready for study at higher levels, including university.) All teachers at the school are trained / experienced in working with students with special educational needs. All children requiring therapies in Speech and Language, Occupational Therapy and Physio-therapy are served on-site by the school's professional therapists. Students follow a curriculum differentiated to their individual needs, which includes classes to meet their personal and social developmental needs. These could include weekly classes of Social Skills and OT Skills, Touch Typing classes, Spelling and Vocabulary. Teachers use multi-sensory teaching methods to enable students to access learning. Teaching and learning is supported through the daily and, for

boarders, evening Prep sessions, where students are able to meet with teachers individually to receive additional curriculum support and complete homework effectively.

Additional support for learning that is available to pupils with special education needs:

Additional support is provided on the basis of need, implemented in consultation with the teaching staff and therapists working with the student. Additional support can take many forms and can include one-to-one or small group work. The most common provisions include:

- literacy or numeracy interventions
- social skills and communication support
- tutor support
- speech and language therapy
- occupational therapy
- behavioural interventions

Access arrangements

The assessment for access arrangements is the responsibility of the SENCo, with implementation and co-ordination being the responsibility of the examinations officer. The SENCo will begin to assess and determine what access arrangements a student may require in Year 9. The SENCo will work closely in supporting the class teacher to establish a suitable way of working. Applications for access arrangements begin in Year 9 (for examinations in Year 11) up to the published deadline of the Joint Council for Qualifications. Any access arrangements applied for must be the normal way of working for a student. Formal assessments, Statements of SEN, EHCPs, student views and teacher observations are used to establish an area of need and evidence any application. Access arrangements are shared with student and parents.

Students at CAEA take part in regular touch typing classes. When a student prefers, a laptop will be used in assessments. It is recommended by the occupational therapist that typing be used when a speed is above 20wpm with fair accuracy or when a student's handwriting is illegible. A scribe or a reader may also be considered.

Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum:

CAEA's proximity to Bury St Edmunds and other areas of interest gives our students the benefits of a variety of cultural, artistic and historic possibilities. Teachers are encouraged to utilize the vibrant local communities for explorations involving the local history such as found in Lavenham and elsewhere in the area, for trips to Saxon villages such as Sutton Hoo, and for exploration of wildlife sanctuaries that abound in the area. Because CAEA also enjoys close railway links to London (70 minutes by train), our students frequently attend theatres, art galleries and areas such as China Town in the capital.

CAEA's extra-curricular and activities programmes also work to the benefit of our SEN students. Hosted by a speech and language therapist, our social skills groups encourage students to explore the challenges they face while also enabling them to develop substantial and meaningful friendships and to develop social communications skills. There are, in addition, a variety of activities, including gardening, sports (all forms), computers, go-karts, sailing, horseback riding and the like.

All Junior School students take part in weekly swimming lessons with an experienced SEN swimming teacher. They also benefit from Karate and, most recently, from Yoga with an SEN-trained Yoga teacher.

The support that is available for improving the emotional and social development of pupils with special educational needs:

Every student has a dedicated tutor who is responsible for the day-to-day management of the student and for the wider class arrangements. The tutors facilitate all communications regarding the students within school and between teachers and parents. They have time throughout the day to meet with their students, check and assist with homework, and make sure that students have all the books and equipment necessary for classes. The tutors have responsibility for the emotional well-being of students under their care, with the support of the senior leadership team and the SENCo.

Students take an active role in shaping the school through the Student Council, as well as organising events for peers. The Student Council is an opportunity for pupil voice to be heard within a structured environment with the Head of School. The Student Council meets several times a term. In addition, each student is a member of a House, and the various Houses vie for various academic honours and for performing works of service to the School and to the village of Brettenham.

Finally, a Boarding Council has been formed to encourage the boarding students to take a part in the ongoing development of the boarding provision at CAEA. They will meet weekly/fortnightly with the SLT, after regular boarding meetings in both houses, to contribute to the continuing development of the provision.

Expertise and training of staff in relation to children and young people with special educational needs:

All teaching staff at CAEA hold the appropriate qualifications and are experienced teachers of SEN. The school's therapists are appropriately trained for the role they undertake, including the areas of occupational therapy, speech & language and physiotherapy. It is the school's aim that all English teachers hold a specific qualification in dyslexia or special educational needs. The Principal is a member of the CReSTeD Board, the major accrediting agency for schools addressing dyslexic pupils.

To ensure teachers, therapists and staff are best equipped to meet the needs of students under their guidance, the school is committed to, and embraces continual professional development and training for all. An annual audit of continual professional development is conducted by the Head of School in conjunction with the Principal to determine the levels of training required among the professionals within the school. Teachers, therapists and staff are encouraged to identify areas of development through the school's appraisal system. Whole School INSET training occurs throughout the academic year. Training is provided by in-school professionals as well as external agencies. The school makes use of online training events, as well as peer-to-peer observations. In addition, the Principal, Head of School and the Teaching and Learning coordinator 'drop in' to classes, informally, to observe and support staff.

A list of staff members and their qualifications:

Dr Duncan Rollo	Principal and CEO, the Centre Academy Schools	PhD; MA; BA; Post-Doc Fellow; RSA Fellow; CReSTeD Board Member
Mrs Kim Salthouse	Head of School	M Ed; BA(Hons); PG Dip; PGCSE; Cert Ed.
Mr Vaughan Steward	Curriculum Coordinator, Examination Officer	BSc(Hons) Sport & Ex Science
Mrs Sandie Whall	Teaching and Learning Coordinator	BSc(Hons); Postgrad Cert; Cert in Ed; Early Years specialist; QTS; Education Enquiry
Mrs Anne Shaul	Designated Safeguarding Lead, Unit Award Scheme Coordinator	BEd; Dip. SPLD; TEFL; CBT Diploma
Mrs Nicoleta Morariu	SENCo/Teacher	BA(Hons); Cert. in Ed; QTS; Post Grad. Cert Understanding Children's Development & Learning; Studies in Education; Autism Diploma
Mr Jonathan Prosser	Teacher	BA(Hons); PGCE
Mr Julian Prosser	Teacher	BA(Hons); PGCE
Mr Paul Burke	Teacher	Bmus Popular Music Performance (2:1)
Mr William Jarmin	Teacher	BA Hons Music - 2.1, Foundation Arts Degree in Music
Mr Stephen Lightly	Teacher	HND Mechanical Engineering
Mr Stephen Lloyd	Teacher	BA(Hons); PGCE
Mr Daniel Stott	Teacher	BA(Hons) Sports Coaching
Mr Allan Thompson	Head of Care and Boarding	City & Guilds Caring for Children & Young People Level 3; NVQ Level 4 Health & Social Care – Children & Young People; OCR Level 4 NVQ – Management
Mrs Nicola Dent	Housemistress	City & Guilds Diploma
Mr Daniel Stott	Care Assistant	BA(Hons) Sports Coaching
Mrs Jo King	Yoga Teacher	The British Wheel of Yoga Teaching Group
Miss Margo Scott	Speech & Language Therapist	BSc. Speech Pathology/Therapy
Mrs Jane West	Physiotherapist	Grad. Dip Physiotherapy
Mrs Sarah Wishlade	Occupational Therapist	BSc Hons Occupational Therapy

Equipment and facilities to support children and young people with special educational needs:

CAEA is purposely small in size, with classrooms designed to cater for the needs of 4-7 students per teaching period. Such small classes foster a good auditory and visual environment, allowing all students to access the teaching and learning. Teachers and therapists make use of a range of teaching resources, including projections, laptops, desktops and tablet computing, as well as dictation software when appropriate. Centre Academy promotes multi-sensory teaching methods in all curriculum areas, providing a stimulating and engaging experience for the pupil.

The school actively investigates possible access arrangements for students within the classroom and examinations to ensure they receive equal and nondiscriminatory access to

learning and fair assessment. From Year 8, all students are taught touch typing. Parents will soon be able to monitor a student's homework via the website *Show My Homework*. All parents will be provided with log-in details and will be encouraged to access the site at home.

CAEA does not currently provide access to wheelchair users; Main House, the primary teaching facility, is a Grade II, two story listed building which would not be suitable for wheelchairs. This is, however, an area which is currently being examined in the School's Development Plan, which includes plans for a new, purpose-built teaching bloc.

The arrangements for consulting parents of children with SEN; involving such parents in the education of their child

At CAEA we acknowledge that parents and carers often have unique insights into the needs of their children. The school therefore actively seeks, listens to and values their views and contributions. This is done in a number of ways:

- Centre Academy operates an 'open door' policy which means that parents can approach the student's tutor whenever they have a concern. A convenient time will be made for them to meet, or assess the best method of communication to take place (telephone conference, email). It is appreciated if parents avoid having a chat immediately before or immediately after school, as at these times the tutors are extremely busy.
- For those with a Statement of SEN or EHCP, the student and parents will receive an annual review in line with the statutory guidance from the Special educational needs and disability: code of practice 0 to 25 years.
- The school operates SEN Provision Maps, which will outline the interventions and therapy implemented for a child. Provision Maps will be published three times a year and will record and monitor targets set by teachers and therapists. Students are central to the planning process and parents are encouraged to be part of the setting and reviewing of targets.
- Termly curriculum reports are sent to all parents of a child at the school, including a summative comment from the tutor and Head of School.
- All students carry a homework / communication diary; this is monitored and signed daily by the tutors in the Junior School and in some instances those in the Senior School.
- The school promotes and encourages home therapy plans (OT and SpLT). Therapists make regular and ongoing contact with home in regard to block therapy sessions. Parents are able to request home therapy plans from the school.
- The school seeks parent and student views through annual surveys and questionnaires, as well as through the regular parent-teacher coffee mornings and regular meetings with students during assemblies and certain tutorial periods. This method of data collection is often used to reinforce or establish new policies, systems and procedures.

The arrangements for consulting young people with SEN about their education and involving them in their education.

Young people with a Statement of SEN or EHCP are actively encouraged to engage with their annual review and express their aspirations for the future. Students meet prior to an annual review with the school's SENCo and the Tutor and/or the Head of School, and their views on school life are documented. Furthermore, the student will attend the review to express their views on the provision available to him or her, their progress and wishes for the next academic year and future.

Students on a GCSE pathway have the opportunity to meet with their teachers during the Academic Direction meetings. These meetings are an opportunity for students and teachers to discuss the progress that has been made, any additional help required, as well as setting curriculum targets. The Academic Direction meetings take place at least once a year and are coordinated by the student's tutor.

SEN Provision Maps and individual target setting is completed with the student, ensuring they are fully engaged with what is being set and why. The SEN Provision Map is based on discussions with the student as well as the professional working with him or her. Students are actively involved in the review process of SEN Provision Maps.

The school operates a Suggestion Box for both day and boarding pupils, who may or may not wish to remain anonymous. Students are encouraged to share their ideas that will contribute towards the school's development and overall state of well-being.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school:

As part of CAEA's 'open door' policy, parents or students are requested to initially direct their concerns to class Tutors or subject teacher, who will liaise with other staff including the Head of School and the Principal when required. The school 'Complaints Policy' is available upon request should the need for a formal complaint arise. Like many of our other policies, it is also available for downloading via the school website.

How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEN and in supporting their families:

The school provides many of the immediate specialists that students with SEN and parents may require, including a qualified and experienced speech & language therapist, occupational therapist and counselling therapist. However, the school recognises the importance of multi-agency working and will call upon the appropriate professionals and organisations when required to assist a student or parent at the school. Such organisations may include local authority Safeguarding, Child and Adolescent Mental Health Services (CAMHS) or Prospects Careers Advisors. During the annual review process, all appropriate organisations and individuals are invited to attend in creating the opportunity for the best possible outcomes for the child or young person. The school will include a student's educational psychologist from their home local authority, if required, when conducting the annual review of a student with a Statement of SEN or EHCP.

Support services for the parents of pupils with special educational needs:

The Tutor should always be the first point of contact regarding details of support available. The Tutor will liaise with the SENCo or Head of School in providing up-to-date and accurate information regarding what further support is available within the school and if necessary extra support from external agencies, and also where to find it with the home local authority.

Other members of the school team, other than the Tutor and SENCo available to offer support include:

Dr Duncan Rollo	Principal of Centre Academy Schools
Mrs Kim Salthouse	Head of School
Mrs Nicoleta Morariu	SENCO
Ms Margo Scott	Speech & Language Therapy, Social Skills
Mr Vaughan Steward	Examinations Officer
Mrs Anne Shaul	Unit Award Scheme Coordinator
Mrs Sandie Whall	Teaching and Learning Coordinator

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Transition for students with a SEN can be a difficult and stressful period of time. Centre Academy is committed to supporting the transition of students to and from other schools or further education establishments.

The term 'transition' may refer to:

- students entering the school, most notably at Year 1, 7, 9 or 12, though we offer admission during any national curriculum year.
- students leaving the school for further educational placements, training or employment,
- students transferring from or to Centre Academy London.

The transition of students is managed on an individual basis and may include:

- visits to the students prior or new educational environment,
- close liaison with the parents before the transition takes place,
- facilitating transition days for the student to adapt to the new environment,
- individualised sessions with the social skills teacher or tutors,
- communication between the previous or new school and its professionals,
- mentoring and assistance in navigating the university application process,
- working with organisations involved in supporting the child.

All annual reviews for students with a Statement of SEN or EHCP from Year 9 onwards, will have a focus on the planning for their transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The school's curriculum includes a focus on functionality and preparation for adulthood and independent living, including specific subjects on citizenship, social skills and PSHE. Students who follow the Unit Award Scheme have an opportunity to study Functional Skills qualifications in English, Mathematics and ICT and to achieve Certificates in the Unit Award Scheme.

Centre Academy has worked with Otley College since 2011 through a schools-link programme. The visits to Otley are designed to provide Senior School students with the opportunity to familiarize themselves with the range of vocational and other programmes on offer, including workshop, health and beauty, media and ICT. This programme also gives our students the chance to investigate and experience college life, something that is particularly valuable for SEN students, and especially students who have received their schooling at a very small and highly personal school such as CAEA.

CAEA is also very much aware of the opportunities provided by various apprenticeship programmes and advises and supports students who are interested in exploring these programmes.

Centre Academy promotes the use of the National Careers Service, as well as providing independent careers advice from Prospects Careers Services. In school sessions address careers choices and provide information and support.

Information on where the local authority's local offer is published.

Suffolk County Council's local offer is online. For the most up-to-date information regarding Suffolk and the SEN reforms, please visit: www.suffolklearning.co.uk

Signed:

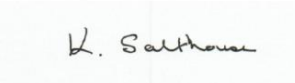


Date: 01/09/16

Principal and CEO

Dr Rollo

Signed:



Date: 01/09/16

Head of School

Mrs Salthouse